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ABSTRACT

The Houston Independent School District operated 70 magnet schools during 1982-83. These programs represented all grade levels and ranged from fine arts programs to extended instructional day programs and programs for the academically able student. According to data reported by individual magnet schools, program audits, and site visits, the magnet schools were able to accomplish all four of their stated goals as defined by the 1975 U.S. District Court decree under which the magnet plan was implemented. First the number of ethnically isolated schools for 1982-83 was reduced to 103 (as compared to 121 during the baseline year of 1974-75). Second, the number of students attending ethnically isolated schools was reduced to 44.7% , down from 54.9% in 1974-75. Third, 12,127 students were provided with free transportation to magnet schools (an increase of 1,112 students). And fourth, the overall makeup of the magnet school student population (including participants of cluster centers) was 38.1% Black, 28.8% Hispanic, and 33.1% White. Furthermore, the number of performance objectives attained during 1982-83 (314 out of 342) represented the highest percentage yet attained. The objectives most frequently not met concerned enrollment, recruitment, and academic achievement. (KH)

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Magnet Schools

Eighth Annual Final Report

1982-83

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MAGNET SCHOOLS
EIGHTH ANNUAL FINAL REPORT
1982-83

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EXECUTIVE SUMMARY
EIGHTH ANNUAL REPORT
1982-1983

The attached Magnet School Project Evaluation addresses four objectives defined by the U.S. District Court decree of July 11, 1975, under which the Magnet School Plan was implemented. In addition, the report summarizes the accomplishment of campus level objectives by the seventy Magnet School Programs and problems encountered during Phase VIII of the Magnet School Plan operation. The following statements summarize Magnet School Plan accomplishments during the 1982-83 school year.

1. Reduce the number of ethnically isolated schools.
   This objective was met.

The number of ethnically isolated schools for 1982-83 was 103 as compared to 121 during the baseline year of 1974-75. With the exception of the first year of Magnet school implementation, the number of one-race schools has fluctuated from 98 to 106.

2. Reduce the number of students attending ethnically isolated schools.
   This objective was met.

During the baseline year of 1974-75, 54.9% of the students in the District attended ethnically isolated schools. This past year only 44.7% were in this category. This is down 0.7% from last year. It appears that the percentage of students attending ethnically isolated schools is stabilizing at approximately 45.0%.

3. Provide free transportation to Magnet students.
   This objective was met.

The Transportation Department reported transporting a total of 12,127 students to Magnet schools this year. This is an increase of 1,112 students. This total includes majority-to-minority transfer students.

4. Report student enrollment and teacher assignment by ethnic group.
   This objective was met.

The overall makeup of the Magnet School student population including participants of Cluster Centers was 38.1% Black, 28.8% Hispanic and 33.1% White. Excluding Cluster Center participants, the ethnic makeup was 38.0% Black, 25.1% Hispanic and 37.0% White.

The District provides teacher assignment by ethnic group as part of a larger report to the Court. This report dealt with student enrollment figures only.

5. Performance Objectives

The 65 Phase VIII Magnet Schools accomplished 314 or 91.8% of the 342 proposed performance objectives. This is the highest percentage of objectives ever attained by the Magnet School programs. The objectives most frequently not met were enrollment/recruitment objectives, followed by academic achievement objectives.

MAGNET SCHOOL
EIGHTH ANNUAL REPORT
1982-1983

INTRODUCTION

The Houston Independent School District is one of the six largest school districts in the United States and it is the largest district in the South. It is located in southeast Texas in a region referred to as the Upper Texas Gulf Coastal Plain, about fifty miles northwest of the Port of Galveston on the Gulf of Mexico. The Houston Independent School District consists of 312 square miles which occupy the center of both the City of Houston and Harris County. The District has a student enrollment of approximately 194,439 which includes special service schools and is truly multiethnic; it is .1% American Indian, 3.2% Asian, 44.1% Black, 21.7% White and 30.9% Hispanic. The Houston Independent School District includes 40% of the total student enrollment in Harris County. Of the total student enrollment in Harris County, 71.5% of the Black students, 61.9% of the Hispanic students and 16.8% of the White students are enrolled in the Houston Independent School District. There are 20 other school districts in Harris County.

The annual general operating budget of the Houston Independent School District is approximately 562 million dollars. These funds support the functioning of 240 school buildings, plus administrative, athletic, and support facilities. The District's 8,993 teachers are assisted by approximately 715 administrators and 5,741 service and support personnel.

HISTORY OF DESEGREGATION IN HOUSTON

Prior to the United States Supreme Court decisions in Brown vs The Board of Education, the Houston Independent School District existed as a dual school system. That is, there were specific schools reserved for Black students. Following the Brown I and II rulings, HISD went through a cycle of desegregation activities similar to that of most other southern school systems. The most recent of these activities has been an extensive Magnet School Plan.

The Houston Independent School District (HISD) began school desegregation in the fall of 1960 when it implemented a grade per year transfer plan. Subsequently, the District has been engaged in other methods to achieve integration; e.g., freedom of choice (1967), and school pairing (1971). None of these methods achieved the desired results.

In February, 1975, the task force presented the Board with its initial recommendations. The primary recommendation was that the Houston Independent School District establish a network of alternative programs or "centers of excellence." These programs, by providing high quality instruction in special areas and the basic skills, would attract students from all ethnic groups and areas of the District, thereby creating quality education in integrated settings.

Soon after the task force made its initial recommendations, the Board of Trustees of the Houston Independent School District established an administrative support team to assist the task force in putting its recommendations into action. This support team, headed by an assistant superintendent and made up of principals, counselors, and instructional specialists from throughout the District, was charged with the responsibility of designing programs which would qualify as "centers of excellence" and be economically feasible as well. The support team was to draw up initial program specifications, objectives, action steps, budgets, and establish procedures whereby personnel could be appointed to these programs and students could be recruited.

When the administrative support team had finished its work, it presented to the Board initial program designs and installation budgets for approximately 40 Magnet programs. From these, the Board of Trustees selected 32 programs to be implemented during the 1975-76 school year, pending Federal Court approval of the plan. The Board of Trustees then instructed its legal representatives to present this new plan to the Federal District Court as an alternative to the school pairing plan, which was presently in force, involving only 22 schools within HISD.

The Federal District Court heard the District's argument on June 2, 1975, took it under advisement and made no ruling until mid-July, 1975. On July 12, 1975, the Federal District Court approved substitution of the recommended Magnet School Program for Houston's school pairing plan. This adoption date gave the District five weeks to dismantle a pairing plan involving 22 schools, hire 32 Magnet School staffs at 29 different campuses, market the programs, and enroll students in the programs.

The Magnet School Plan as presented to the court and subsequently approved in July, 1975, included the following four objectives:

1. Reduce the number of schools which are 90% or more White or combined Black and Mexican American;

2. Reduce the number of students attending schools which are 90% or more White or combined Black and Mexican American;

3. Provide free transportation upon request to all students attending Magnet Schools outside their regular school attendance zone;

4. Report student enrollment and teacher assignment by ethnic group in each Magnet School biannually.

Objectives Related to the Court Order

The first objective states that HISD will reduce the number of schools which are 90% or more White or combined Black and Hispanic.

Racially Isolated Schools District-wide

In order to determine whether this objective has been met, the number and proportion of schools which were one-race (i.e., 90% or more White or combined Black and Hispanic) during the last year of the school pairing plan (1974-75) must be compared to similar figures for Phase VIII (1982-83) of the Magnet School Plan. The Texas Education Agency Fall Survey 1982-83 was used to prepare this section of the report. In this report, White is defined as all races other than Black and Hispanic. Table 1 presents the data for the last year of school pairing and for each of the eight years of implementation of the Magnet School Plan.

Table 1

Number and Percent of One-race Schools
by School Level for the Past Nine School Years

	Elementary		Middle/Junior High		Senior High		Total	
	N	%	N	%	N	%	N	%
1974-75 Baseline	89	52.4	18	50.0	14	60.9	121	52.8
1975-76	80	47.3	16	44.4	13	56.5	109	47.8
1976-77	77	45.5	14	38.8	12	52.2	103	45.2
1977-78	74	43.3	14	36.8	10	37.0*	98	41.7
1978-79	77	44.8	13	37.1	9	33.3	99	42.5
1979-80	76	44.7	14	40.0	10	35.7	100	42.9
1980-81	81	48.2	14	40.0	11	40.7	106	46.1
1981-82	82	49.1	14	40.0	10	35.7	106	46.1
1982-83	79	47.3	14	40.0	10	37.0	103	45.0

* 1977-78 and following years includes four Magnet or alternative campuses not included in 1974-75.

TABLE 3

One-race Minority Elementary Magnet School Campuses

Burrus (SWS)
Codwell (AOP)
J. W. Jones (SWS)
Lantrip (SWS)
Ross (SWS)
Whidby (SWS)

MacGregor (AOP) and Pleasantville (SWS) were on this list last year, however this year they are classified as integrated. Burrus, Codwell, J.W. Jones, Lantrip and Ross were one-race minority schools last year also. This is Whidby's first year as a Magnet school. The four schools listed in Table 4 would be classified one-race minority schools if it were not for the Asian students who are included in the White enrollment figures.

Table 4

Elementary Magnet Schools Integrated by
Asian Student Enrollment

	Asian	White
Bruce	19.9%	1.7%
Dodson	9.9%	7.3%
A. Jones	18.8%	2.4%
Pugh	6.8%	5.5%

Secondary. Of the 25 secondary Magnet schools, seven were classified one-race minority schools. These are listed in Table 5.

Table 5

One-race Minority Secondary Magnet School Campuses

Davis (SWS)
Jones (SWS)
B. Jordan (SU)
Hartman (SWS)
Sterling (SWS)
B.T. Washington (SWS)
Yates (SWS)

Fleming, which was on the list last year has been classified as integrated this year. All the one-race minority secondary schools listed above were listed as one-race minority schools last year also.

It should be noted that of the 13 one-race Magnet school campuses, 11 have Magnet programs which are school-within-a-school.

The second objective states that HISD will reduce the number of students attending schools which are 90% or more White or combined Black and Hispanic.

In 1974-75, 114,143 students attended one-race schools. The October, 1982, TEA Fall Survey indicates that only 85,048 students attended one-race schools in 1982-83; a reduction of 28,095 students when compared to the 1974-75 baseline figures. District enrollment has changed in the last eight years, therefore, examination of the percentage of students in one-race schools is more meaningful. The percentage of students enrolled in one-race schools is presented in Table 7.

Table 7

Percentage of Students Attending One-race Schools

	Elementary	Middle/Junior High	Senior High	Total
1974-75 Baseline	57.6%	46.3%	56.9%	54.9%
1975-76	52.6%	40.8%	55.8%	50.2%
1976-77	50.8%	37.2%	48.9%	47.0%
1977-78	50.1%	37.5%	39.9%	45.0%
1978-79	49.1%	37.0%	37.4%	43.9%
1979-80	48.7%	39.1%	38.3%	44.4%
1980-81	50.3%	37.1%	39.5%	45.0%
1981-82	51.7%	37.4%	38.0%	45.4%
1982-83	50.0%	38.9%	37.9%	44.7%

The figures in this table for years 1979-80 through 1982-83 are based on regular and Magnet schools only, excluding special services schools.

Data from Table 7 reveal that a smaller percentage of students are attending one-race schools now as compared to the 1974-75 baseline period. The total percentage of the District's students attending one-race schools appears to be stabilizing at approximately 45%. We can conclude, therefore, that the District's desegregation efforts are having a positive effect on the percentage of students attending one-race schools.

Another comparison which demonstrates the effectiveness of HISD desegregation efforts is a comparison of the percentages of students of different ethnic groups who attend school on campuses where their ethnic group is in the majority, that is, at or above 90%. This year only one elementary school had an enrollment that was over 90% White. There were 769 White students attending this school which represents 3.5% of the 22,049 White students enrolled in all HISD elementary schools.

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students who attend Magnet school campuses but are not enrolled in the Magnet school program. Since the Transportation Department does not separate M to M transfer students from Magnet transfer students in their record keeping, it is not possible to specify precisely what proportion of Magnet school transfer students were transported. The Transportation Department indicated that every effort is made to transport all Magnet school students who apply before the June 15 deadline. After bus routes are established in the summer, students are provided transportation as room on the bus routes is available.

The Transportation Department utilized a total of 769 school buses, of which 306 were used to transport Magnet students. There were 306 transportation routes designated for Magnet or M-to-M students. Each of these routes served an average of 40 students. The cost per mile for bus transportation for Magnet or M-to-M students was $1.33. During the 1982-1983 school year, the annual cost of transporting Magnet students was $467 per student as compared to $94 per regular student and $1,308 per special education student. These costs per student are based on the total miles traveled for the year.

The greater cost per student for Magnet school transportation provides an additional indication of the District's commitment to provide free transportation.

In order to determine the nature and extent of transportation problems in HISD, the Magnet school evaluation team conducted a survey in the fall of 1982. Records of transportation problems were maintained by Magnet coordinators from September 6, 1982 - October 19, 1982. Follow-up phone calls were made to schools in January, 1983, and again in March, 1983.

Magnet coordinators also submitted transfer forms of students who did not enroll or withdrew before October 1, 1982. A telephone survey was conducted to determine how many of these students did not enroll or left the program due to the bus pick-up being too early, no bus transportation being available or bus transportation being unreliable. Some of the highlights of these surveys included:

1. Approximately 192 students did not enroll or left Magnet schools prior to October 1, 1982, due to transportation problems. This is 27 percent of the 712 students who did not enroll or who left prior to October 1, 1982.

2. A total of 976 students were reported to have been left without transportation due to buses missing stops for the period September 6, 1982 - October 29, 1982.

3. Thirteen of the 58 schools were identified as having the largest frequency of transportation problems. All 13 reported recurring problems in January, 1983.

4. Of the 13 schools identified as having the largest frequency of transportation problems, only two school reported continuing problems in March, 1983.

Table 8

Final Student Enrollment for
Add-on Magnet Programs

Elementary	Black N	Black %	Hispanic N	Hispanic %	Total % Minority	White N	White %	Total
Bell	166	24.7	41	6.1	30.3	465	69.2	672
Berry	260	26.5	617	62.8	89.3	105	10.7	982
Bruce	388	58.0	138	20.6	78.6	143	21.4	669
Codwell	683	94.5	7	1.0	95.4	33	4.6	723
Garden Villas	311	42.6	178	24.4	67.0	241	33.0	730
*Horn	68	23.5	39	13.5	37.0	182	63.0	289
*Longfellow	140	36.5	67	17.4	53.9	177	46.1	384
Lovett	144	36.9	26	6.7	43.6	220	56.4	390
*MacGregor	465	79.2	28	4.8	84.0	94	16.0	587
*Poe	241	38.4	111	17.7	56.1	275	43.9	627
Pug	19	2.2	746	86.5	88.7	97	11.3	862
*Roberts	173	43.8	57	14.4	58.2	165	41.8	395
*W. Rogers	199	32.0	204	32.8	64.8	219	35.2	622
*Shearn	178	36.8	188	38.8	75.6	118	24.4	484
Subtotal	3435	40.8	2447	29.1	69.9	2534	30.1	8416
Middle/Jr.								
Clifton	454	35.0	272	21.0	56.0	570	44.0	1296
Holland	501	44.3	375	33.2	77.5	254	22.5	1130
Revere	164	8.7	199	10.5	19.2	1528	80.8	1891
Subtotal	1119	25.9	846	19.6	45.5	2352	54.5	4317
Senior								
Reagan	303	21.6	740	52.8	74.4	359	25.6	1402
Total Add-on	4857	34.4	4033	28.5	62.9	5245	37.1	14,135

*In-Town Consortium Magnet School 50% Minority - 50% White
Satellite Magnet Schools 65% Minority - 35% White

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Table 10

Final Student Enrollment for Separate and Unique Magnet Schools

Middle/Jr.	Black N	Black %	Hispanic N	Hispanic %	Total % Minority	White N	White %	Total
*CLC (Contemporary Learning Center)	82	41.4	42	21.2	62.6	74	37.4	198
Senior								
*CLC	272	54.0	61	12.1	66.1	171	33.9	504
*Health Professions	429	55.4	150	19.4	74.7	196	25.3	775
*HSPVA	135	24.5	48	8.7	33.2	369	66.8	552
B. Jordan	686	73.9	193	20.8	94.7	49	5.3	928
Law Enforcement	163	41.6	146	37.2	78.8	83	21.2	392
Subtotal	1685	53.5	598	19.0	72.5	868	27.5	3151
Total SU	1767	52.8	640	19.1	71.9	942	28.1	3349

*In-Town Consortium School

Table 11

Final Student Participation for Cluster Center Magnet Programs

	Black N	Black %	Hispanic N	Hispanic %	Total % Minority	White N	White %	Total
People Place	4999	35.5	5195	36.9	72.4	3878	27.6	14,072
Children's Literature	857	40.8	503	23.9	64.7	741	35.3	2101
Career World	1280	40.3	753	23.7	64.0	1142	36.0	3175
International Trade	1337	39.1	843	24.6	63.7	1240	36.2	3420
Outdoor Education	3091	42.9	2140	29.7	72.6	1977	27.4	7208
Wildlife Discovery	630	31.7	733	36.9	68.6	625	31.4	1988
Total Cluster Centers	12,194	38.1	10,167	31.8	69.9	9603	30.1	31,964

Although sending schools are given a quota of students per ethnic group, principals in most instances will send an entire class of students without regard to the ethnic quota given. This is done so students do not feel left out. This limits Cluster Center coordinators' control of the ethnic percentages since there are so few schools in which White students are in the majority.

Campuses on which Magnet Schools are located receive several benefits from the Magnet School Program. Pupil/teacher ratios on these campuses are lowered to 25 to 1. Additional curriculum specialists and support personnel are assigned to Magnet school campuses and funds for additional material and supplies are allotted to them. Students who attend school on a campus which also houses a Magnet School share in these benefits. A total of 29,989 non-Magnet students received these indirect Magnet school benefits this year.

District-wide, the education of a total of 87,200 students was affected both directly and indirectly by HISD's Magnet School Program. These students represented 45.3% of the District's total enrollment of 192,610. These data, together with data related to individual Magnet Schools, indicate that the Magnet School Program was successful in attracting and serving a multi-ethnic student population.

District Ethnic Goal by Magnet Campus

SWS Satellite Magnet Programs. Of the sixteen elementary and fourteen secondary school-within-a-school (SWS) satellite Magnet programs, seven elementary and five secondary were within 5% variance of the District's ethnic enrollment goal of 35% White and 65% minority with no more than 44.3% Black and 29.7% Hispanic based on May, 1982, In-Town Consortium enrollment figures. These are listed below in Table 13.

Table 13

SWS Magnet Satellite Programs Which Met District's Ethnic Enrollment Goal

Elementary:	Burbank
	Cornelius
	Oak Forest
	Parker
	Roosevelt
	Ross
	Wainwright
Secondary:	Clifton
	Fleming
	Hamilton
	Hartman
	Welch

The following eight SWS Satellite Magnet programs met the enrollment guidelines of 35% White and 65% minority but exceeded 44.3% Black or 29.7% Hispanic: A. Jones, Lantrip, Pleasantville, Whidby, Gregory-Lincoln, J. Jones, High School for Engineering Professions.

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Table 15

Percentage of White Enrollment at AOP Magnet Schools

AOP/Total Magnets	% White Enrollment 1981-82	1982-83	% Change
Bell	71.2	69.2	-2.0
Berry	12.9	10.7	-2.2
Bruce	19.5	21.4	+1.9
Codwell	3.7	4.6	+0.9
Garden Villas	28.5	33.0	+4.5
*Horn	**78.1	63.0	-15.1
*Longfellow	47.9	46.1	-1.8
Lovett	**52.1	56.4	+4.3
*MacGregor	5.4	16.0	+10.6
*Poe	41.0	43.9	+2.9
Pugh	13.5	11.3	-2.2
*Roberts	41.6	41.8	+0.2
*W. Rogers	31.2	35.2	+4.0
Shearn	**23.6	24.4	+0.8
Clifton	48.9	44.0	-4.9
Holland	25.6	22.5	-3.1
Revere	82.1	80.8	-1.3
Reagan	26.7	25.6	-1.1

*In-Town Consortium School

**New Magnet program for 1982-83, White enrollment for 1981-82 was taken from TEA Fall 1981 suvey when it was not a Magnet school.

Magnet schools which have no zoned home school population and are called separate and unique. Of the six separate and unique Magnets, one, Barbara Jordan is classified as a one-race minority school. Table 16 lists these schools with their percentage of White enrollment for the past two years.

Table 16

Percentage of White Enrollment at Separate and Unique Magnet Schools for May, 1981 and May, 1982

	Percentage of White Enrollment		
	1981-82	1982-83	% Change
CLC Middle	38.9	37.4	-1.5
CLC H. S.	40.2	33.9	-6.3
Health Professions	23.5	25.3	+1.8
HSPVA	66.7	66.8	+0.1
Barbara Jordan	6.0	5.3	-0.7
Law Enforcement	25.3	21.2	-4.1

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Table 17

Number of Objectives Proposed and Met
by Magnet Schools

Elementary (N = 34)	Objectives Proposed	Objectives Met
Askew Vanguard	7	7
Bell Physical Development	7	7
Berry Ecology and Outdoor Ed.	5	5
Bruce Music	4	3
Burbank Extended Day	4	4
Burrus Fine Arts	4	4
Codwell Physical Development	7	6
Cornelius Math/Science	6	5
Dodson Montessori	6	6
Garden Villas Music	5	5
Horn Academy	4	4
Anson Jones Bilingual/Multicultural	7	4
J. Will Jones Extended Day	6	6
Lantrip Ecology	4	2
Longfellow Fine Arts	4	4
Lovett Fine Arts/Extended Day	4	4
M. Gregor Music/Science/Extended Day	6	6
Oak Forest Vanguard	8	7
Parker Music	4	4
Pleasantville Vanguard	7	7
Poe Fine Arts	4	4
Pugh Fundamental	4	3
River Oaks Vanguard	7	7
Roberts Physical Development	8	8
T. H. Rogers Vanguard	7	6
Will Rogers Educational Enrichment/ Extended Day	7	7
Roosevelt Vanguard	7	7
Ross Math/Science	4	4
Scroggins Literature and Art	5	4
Shearn Foreign Language	4	2
Wainwright Math/Science	4	4
Whidby Montessori	4	4
Wilson Extended Day	6	6
Windsor Village Vanguard	7	7
Subtotal	187	173

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Examination of Table 17 reveals that of the 342 proposed objectives, 314 or 92% were met. This percentage is higher than the 82% met last year.

The number and percentage of proposed objectives met by school level are shown in Table 18. The 34 elementary schools met 173 of their proposed 187 objectives. Junior high/middle schools achieved 58 of their 65 proposed objectives; senior highs 59 of their 64 objectives; and cluster centers 24 of their 26.

Table 18

Number and Percent of Objectives Proposed and Met
by Magnet School Level

School Level	N	Objectives Met	Objectives Proposed	Percent
Elementary	34	173	187	93%
Junior High/Middle	12	58	65	89%
Senior High	13	59	64	92%
Cluster Centers	6	24	26	92%
TOTAL	65	314	342	92%

Table 19 presents the number of objectives met and proposed, the percent met, and the number of Magnet Schools for the 1976-77, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82, and 1982-83 school years.

Table 19

Number and Percent of Objectives Proposed and Met
by Magnet School Level for the Past Six Years

School Level	Elementary	Middle/Junior	Senior	Cluster	Total
1977-78	125/134 93% N = 28	13/18 72% N = 5	26/36 72% N = 9	21/21 100% N = 5	185/209 88.5% N = 47
1978-79	121/140 83% N = 31	18/25 72% N = 6	33/46 72% N = 10	22/24 92% N = 5	194/235 82.6% N = 52
1979-80	114/141 81% N = 31	34/41 83% N = 10	26/43 61% N = 10	18/22 82% N = 5	192/247 77.7% N = 56
1980-81	125/150 83% N = 32	27/37 73% N = 10	36/58 62% N = 14	17/18 94% N = 5	205/263 77.9% N = 61
1981-82	142/165 86% N = 32	44/55 80% N = 11	45/64 70% N = 14	16/19 84% N = 5	247/303 81.5% N = 62
1982-83	173/187 93% N = 34	58/65 89% N = 12	59/64 92% N = 13	24/26 92% N = 6	314/342 91.8% N = 65

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SUMMARY

The goal of the Magnet School Plan is to provide high quality alternative educational programs which attract students from all geographic and ethnic sectors of the District. Data reported by the individual Magnet schools, and substantiated by program audits and site visits by personnel from the District's Planning, Research, and Evaluation Department, indicate that the Magnet School Plan has been successful in accomplishing its stated goals. A total of 70 alternative educational programs have been established and operated during the six years of the Magnet School Plan. The 70 programs represent all grade levels Pre-K through 12, and range from fine arts programs to extended instructional day programs and programs for the academically able student.

During 1982-83, the Magnet schools were able to accomplish 314 (91.8%) of their 342 proposed program objectives. This level of achievement speaks well of the quality of the educational programs and available through the Magnet School project.

A total of 87,200 students were affected directly or indirectly by Magnet school programs. Total full-time enrollment in Magnet School programs was 25,247 students. The ethnic makeup of the enrollment was 38.0% Black, 25.1% Hispanic, and 37.0% White. Considering all students who benefitted from lowered campus pupil/teacher ratios, the total number of students impacted by the Magnet School Program was 45.3% of the District's total enrollment of 192,610 students.

The Magnet School Plan, along with other District efforts, has resulted in a reduction in the number and percent of ethnically isolated schools in the Houston Independent School District as compared to the 1974-75 baseline year. The number and percent of students attending ethnically isolated schools has been reduced significantly. Students transferring to Magnet Schools have been provided within guidelines, free, though not always convenient, transportation to school and home again. Students attending Magnet schools represent a tri-ethnic cross section of students in the District.

The Magnet School Plan has met the goals set forth for it to date. Expansion of the Magnet School Plan and refinement of existing programs will offer more students the opportunity to participate in what has proven to be an exciting, innovative and, to date, successful program.

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